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ABSTRACT

This synopsis describes a study undertaken to discover the extent of differing expectations and perceptions for the teacher role as viewed by two groups of educational leaders. Indications are that a more thorough understanding of superintendent and board member views and feelings concerning the teacher role is a vital requirement for the successful superintendent and board member and consequently for their school system. Twenty-six unified school districts in California with enrollments of from 10,000 to 30,000 were used. A questionnaire mailed to all superintendents and board members contained 50 teacher role statements dealing with personal relations, policy development, salaries and negotiations, personnel processes, and curriculum and instruction, with a second section requesting biographical data from each respondent. Eighty-five percent of the superintendents and 60 percent of the board members returned the questionnaire. The Kolmogorov-Smirnov two-sample test and the Mann-Whitney U Test were used in analyzing the data. The findings indicated that 1) Superintendents' and board members' expectations for the role of the teacher are in moderate agreement. 2) Their perceptions of teacher role behavior are in strong agreement. 3) Superintendents' expectations for and perceptions of the teacher role are in strong disagreement. 4) Board members' expectations for and perceptions of the teacher role are in strong disagreement. (MBM)

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GOVERNING BOARD-SUPERINTENDENT EXPECTATION AND PERCEPTION OF THE TEACHER ROLE

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INTRODUCTION

In March 1970, the joint research committee of the California Association of School Administrators, California Association of Secondary School Administrators, California Elementary School Administrators Association, and the California Teachers Association sponsored a study of John W. Duncan, Superintendent of Newman-Gustine Joint Unified School District. This sponsorship consisted of a letter of endorsement for his study entitled, "Governing Board-Superintendent Expectation and Perception of the Teacher Role".

In December 1970, John W. Duncan completed his degree requirements and was awarded his Ed.D. degree from the University of California.

The Research Department of the California Teachers Association feels the findings of this study are most relevant to our modern day educational scene. Therefore, the department is pleased to publish a synopsis of Dr. Duncan's doctoral dissertation.

GOVERNING BOARD-SUPERINTENDENT EXPECTATION AND PERCEPTION OF THE TEACHER ROLE

SUMMARY, SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study undertook to discover the extent of differing expectations and perceptions for the teacher role as viewed by two groups of educational leaders. Indications are that a more thorough understanding of superintendent and board member views and feelings concerning the teacher role is a vital requirement for the successful superintendent and board member and consequently, the related school system they direct.

Summary

The Problem

It was the main purpose of the study to ascertain divergent expectations and perceptions of the teacher role as viewed by district superintendents and school board members. Further, the study attempted to identify those general teacher role areas which cause the greatest variance between expectations and perceptions as seen by the two role definer groups.

In more specific terms, answers to the following questions were sought:

1. In which general areas of teacher role expectations do superintendents and board members agree?
2. In which general areas of teacher role expectations do superintendents and board members disagree?
3. In which general areas of teacher role perceptions do superintendents and board members agree?
4. In which general areas of teacher role perceptions do superintendents and board members disagree?
5. In which general areas of teacher role are the greatest agreements in expectations and perceptions as viewed by superintendents?
6. In which general areas of teacher role are the greatest disagreements in expectations and perceptions as viewed by superintendents?
7. In which general areas of teacher role are the greatest agreements in expectations and perceptions as viewed by board members?
8. In which general areas of teacher role are the greatest disagreements in expectations and perceptions as viewed by board members?

The following null hypotheses were formulated to aid in the design of the study:

1. There will be no significant differences between board members and superintendents in expectations for certain duties pertaining to teacher role.

2. There will be no significant differences between board members and superintendents in perceptions of certain duties pertaining to teacher role.
3. There will be no significant differences between the expectations for and perceptions of certain functions pertaining to teacher role as seen by superintendents.
4. There will be no significant differences between the expectations for and perceptions of certain functions pertaining to teacher role as seen by board members.

The Procedures

In order to obtain the necessary information to conduct this study, the following procedures were used:

The California Association of School Administrators approved and endorsed the study.

A study of available research materials and literature regarding role and role expectation, role perception, superintendent-board relations, the traditional teacher role, and the emerging teacher role was undertaken.

Twenty-six unified school districts in the state of California with enrollments from 10,000 to 30,000 were used in the study. The twenty-six school districts represented thirteen counties. The selection of districts was a function of the superintendents' written willingness to participate.

Within the total population, twelve districts had enrollments ranging from 10,000 to 15,000, ten ranged from 15,000 to 20,000, three ranged from 20,000 to 25,000 and one had an enrollment of 25,000 to 30,000.

A questionnaire form was developed for mailing to all superintendents and board members of the population districts. The questionnaire included introductory statements, directions, return address, was pre-stamped for return mailing, and folded in such a manner that it could be return mailed without an envelope.

The major part of the questionnaire, identified as Part I, contained fifty teacher role statements selected from research and literature. The statements were divided into five subsections, ten per section, under the headings personal relations, policy development, salaries and negotiations, personnel processes and curriculum and instruction. To the left of each role statement, spaces were provided for respondents to indicate, by check, their level of expectation according to the scale: always should, usually should, occasionally should, seldom should, and never should. To the right of each role statement, spaces were provided for respondents to indicate by check, their level of perception according to the scale: always does, usually does, occasionally does, seldom does, and never does.

Part II of the questionnaire solicited biographical data for each respondent. The requested information included age and sex, community population, school district enrollment, political party, and years of service as a superintendent or board member. Categorized replies were presented for checked response.

The questionnaire was validated by submission to ten people whose judgments by reason of experience, length of service, position and training were considered to be such that any advice or criticism would be especially sound.

The questionnaires with letters of transmittal and endorsement, were mailed to all superintendents and board members of the population districts. The potential respondents numbered twenty-six superintendents and one hundred and fifty board members.

Eighty-five percent of the superintendents returned the questionnaire and sixty percent of the board members responded.

The data processing services of the University of Southern California Computer Sciences Laboratory were used to tabulate responses, form distributions, and apply statistical tests to the data.

The biographical data was presented in tabular form to include cross tabulation without conclusions.

Frequency distributions and means for expectation and perception responses to each teacher role statement were presented for each respondent group.

The Kolmogorov-Smirnov two-sample test was used to determine if the null hypothesis of no difference could be accepted or rejected for each of the teacher role statements as to differences in expectation and perception within each respondent group.

The Mann-Whitney U Test was utilized to calculate the degree of difference between respondent groups' expectation ratings for each role statement and the perception ratings for each role statement. The Kolmogorov-Smirnov two-sample test was used to validate the findings of the Mann-Whitney U Test. The acceptance or rejection of the null hypothesis of no difference was based on these tests.

Summary of the Findings

The data gathered by questionnaire was analyzed, consistent with the questions to be answered and guiding hypotheses, to produce the following major findings:

1. Findings regarding the general areas of teacher role expectation in which superintendents and board members agreed or disagreed.

The expectations of superintendents and board members for the teacher role, relative personal characteristics, were in general agreement. Only in the area of accepting supervisor influence by female more than male teachers was there significant disagreement; in this area board members expected female teachers to be more willing to accept supervisor influence to a degree greater than did superintendents.

In the area of policy development expectation general agreement was observed. Superintendents felt that teachers should interact directly with

the governing board less often than did board members and that teachers should be involved in the formulation of local school policy more often than did board members.

General expectation disagreement between superintendents and board members was observed relative the teacher role in salaries and negotiations. Board members felt that teachers should assume power less often than did superintendents; that teachers should accept a labor-management model more often than did superintendents; and that teachers should accept salaries as determined by a community or leave more often than did superintendents. In addition, board members felt that teachers should demand participation in policy development less often than did superintendents, and that teachers should seek salary advances without a performance judgement less often than did superintendents.

In the area of personnel processes, expectations of the two respondent groups were in general agreement. Only in the area of teacher participation in new teacher selection was there a significant difference noted. In this case, board members felt teachers should participate less often than did superintendents.

The curriculum and instruction role area produced general agreement in expectation. The only area of disagreement centered on the emphasis toward student self-improvement rather than peer acceptance. In this area, superintendents felt that such should be the case less often than did board members.

In final summary, superintendents and board members were in routine agreement concerning their expectations for the teacher role on forty of the fifty role statements causing consequent acceptance of the null hypothesis for those statements. Ten teacher role statements produced expectation ratings which differed at the .05 level, with consequent rejection of the null hypothesis for those statements.

2. <u>Findings regarding the general areas of teacher role perception in which superintendents and board members agreed or disagreed.</u>

The perception or actual impression of teacher role behavior by superintendents and board members had generally high agreement.

In both personal characteristics and the policy development area, no significant differences were found in the perceptions of respondent groups for the role statements presented.

The area of salaries and negotiations also produced general perception agreement with two exceptions. Superintendents perceived teachers accepting salaries as determined by a community or leaving less often than did board members. And, superintendents perceived teachers working longer hours for less pay than comparable groups more often than did board members.

The teacher role in personnel processes produced general perception agreement. Board members did view teacher participation in new teacher selection less often than did superintendents. Also, board members perceived teachers supporting performance appraisal less often than did superintendents.

The teacher role in the area of curriculum and instruction revealed no significant perception differences between superintendents and board members.

In final summary, superintendents and board members were in strong agreement concerning perception of teacher behavior for forty-six of the fifty teacher role statements causing consequent acceptance of the null hypothesis for those statements. Four teacher role statements produced perception ratings which differed at the .05 level, with consequent rejection of the null hypothesis for those statements.

3. Findings regarding the general areas of teacher role in which superintendents expectations and perceptions agreed or disagreed.

The perceptions of teacher role behavior as viewed by superintendents clearly disagreed with their expectations for the teacher role.

The personal characteristics area produced the greatest number of disagreements between expectation and perception with eight of ten statements showing a significant rating difference.

The personnel processes area of teacher role revealed superintendents significantly differing in expectation and perception in six out of ten statements.

The curriculum and instruction area produced significant differences between expectation and perception in five of the ten role statements.

The greatest agreement between expectation and perception for superintendents occured in the policy development and salaries and negotiations areas. Policy development statements revealed only three significant conflicts in expectation and perception. The salaries and negotiations area indicated significant conflict in only two of the ten items.

In final summary, twenty-four of the fifty role statements produced a significant difference, at the .01 level, in the expectation-perception ratings of superintendents. In each case the null hypothesis was rejected.

4. Findings regarding the general areas of teacher role in which board members expectations and perceptions agreed or disagreed.

The perceptions of teacher role behavior as viewed by board members clearly disagreed with their expectations for the teacher role.

Although the general categories of role, utilized in this study, varied in the number of disagreements, all categories showed a large number of expectation-perception conflicts.

Most notably in conflict was the area of curriculum and instruction where all ten expectation-perception comparisons were judged significantly in conflict.

The areas of personal characteristics and personnel processes had significant expectation-perception differences in seven out of each ten statements.

Teacher role in policy development and salaries and negotiations showed significant expectation-perception conflicts in four out of each ten statements.

In final summary, thirty-two of the fifty role statements produced a significant difference, at the .01 level, in the expectation-perception ratings of board members. In each case the null hypothesis was rejected.

Conclusions

The following conclusions were drawn from the findings of this study:

1. Superintendents and board members expectations for the role of the teacher are in moderate agreement; greatest agreements are in the areas of personal characteristics, personnel processes, and curriculum and instruction; greatest disagreement is in the area of salaries and negotiations.

2. Superintendents and board members perceptions of teacher role behavior are in strong agreement; greatest agreements are in the areas of personal characteristics, policy development, and curriculum and instruction; greatest disagreements are in the areas of salaries and negotiations and personnel processes.

3. Superintendents expectations for and perceptions of the teacher role are in strong disagreement; greatest agreement is in the area of salaries and negotiations; greatest disagreement is in the area of personal characteristics.

4. Board members expectations for and perceptions of the teacher role are in strong disagreement; greatest agreement is in the area of policy development; greatest disagreement is in the area of curriculum and instruction.

Recommendations

The findings and conclusions of this study suggest the following recommendations:

1. It is recommended that superintendents and governing boards recognize the necessity of developing a system of three-way communication, between superintendent, board members and teachers, to further harmony and understanding of teacher role expectations.

2. It is recommended that each school district institute an organized program which provides an opportunity for representatives of the teaching staff to work directly with and among board members on selected matters of mutual concern. And further, that the superintendent provide coordination and encouragement for this effort to bring about understanding and insight concerning group and individual role.

3. It is recommended that a series of clear-cut staff relationship policies and extensive role expectation statements be cooperatively developed, understood, and followed by all levels if good working relationships are to be possible.

4. It is recommended that professional teacher organizations recognize that the perceived actions of teachers, as viewed by superintendents and board members disagree strongly with the viewers expectations for the teacher role. And further, that professional organizations institute effective programs to bring about closer expectation-perception agreement.

5. It is recommended that convergence of expectations of superintendents and board members for the teacher role be considered as essential to a higher level of personnel morale and an efficient personnel relations program, and further, that inservice steps for superintendents and board members recognize that divergent expectations affect their interpersonal relationships.